



Impact Report

2022-2023

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Welcome from our Chair and Chief Executive

Welcome to Share's Impact Report for the 2022-23 financial year.

This is an opportunity for us to reflect on the difference we made to our students' lives, their considerable achievements, and to thank the supporters who helped make it possible.

In 2022-23 we worked with 164 adults and their families and carers – more people than ever before. Over these 12 months, we undertook a major consultation exercise as part of the development of our new strategy. Major themes from the feedback from students and their parents / carers was the desire for more physical activity, community-based and social activities, and support using digital technology and services. We've been able to embed these requests into everyday life at Share – from regular football coaching with Chelsea FC Foundation, to making the most of our different sites and embedding more travel training into our independent living skills programme.

It's been heartening to see that the increases in our Outcomes Star scores have come about this year due to many students making steady progress. We hope that the foundations we've laid in this 12-month period will be reflected in scores for years to come.

The Outcomes Star is an excellent source of insight, not least because it allows us to focus on how we can best serve specific groups. Last year's Star highlighted some significant disparities between the scores of our Black and Black British students, and those from other ethnicities. We reflected on the things we could do within Share to close these gaps, and through a combination of more inclusive

recruitment practices, staff training, and using the many opportunities our programmes present to celebrate our students' cultures and heritages, we have made progress to close this gap this year. We will continue to use data to shine a light on where we need to improve, and to challenge ourselves, in order to provide an equitable service to every student.

Of course, we can't deliver a good service to our students without an incredible team of staff, volunteers and trustees, and we want to thank them for all they have done for Share this year. Recruiting great staff and volunteers is hard, and yet, despite the odds, we continue to welcome fabulous new recruits to our ranks to complement brilliant existing colleagues. Several staff have assumed more responsibilities on top of their day jobs to participate in our new Staff Wellbeing and Equity, Diversity and Inclusion Working Parties, and their contribution to decision-making and operational changes has been invaluable.

We hope you enjoy, and are inspired by, the progress our students – and the organisation as a whole – have made this year.



Kate Heaps

Kate Heaps, Chair of Board of Trustees



Abi Carter

Abi Carter, Chief Executive

Who we are

Share Community is a leading provider of specialist programmes and activities for adults with learning disabilities, autism and mental health needs. Our committed team works across four sites in south-west London, and in the community, to support our students to live happier, healthier and more independent lives.

For over 50 years, we've been dedicated to creating a safe, empowering environment where every person who comes to us can develop skills for life. We work with our students and the people close to them to find out their unique strengths, talents and interests to ensure everyone has the opportunity to work towards their goals.



Why we exist

The work we do today is needed more than ever. Barriers to employment and healthcare, together with societal misconceptions, mean that people with a learning disability and autistic people experience isolation, exclusion and discrimination.



In London, 7% of adults with a learning disability known to their local authority are in paid employment (NHS Digital 2020) compared to around 80% of the population without a learning disability.



Over a third (36%) of people with a learning disability surveyed after lockdown said they felt lonely nearly always or all the time, while one in three people (37%) also said that they hardly ever or never go out to socialise (HFT 2021).



The 2021 Learning Disabilities Mortality Review (LeDeR) report highlighted that six out of 10 people with a learning disability die before the age of 65, compared to one out of 10 for people from the general population. And approximately half of all deaths of people with a learning disability were deemed to be avoidable, compared to less than a quarter for people from the general population.



The average age of death for people with a learning disability who are from minoritised ethnic backgrounds is 34 years, compared to white people with learning disabilities whose average life expectancy is 62, (2023 NHS Race & Health Observatory Report). Because 58% of our students come from minoritised ethnic backgrounds, they are facing double discrimination in relation to healthcare experiences and health outcomes.

We're committed to providing opportunities for our students to build the confidence and skills needed to work, and to experience the benefits of working.

We want our students to enjoy leisure activities, socialise with their peers and feel integrated within their communities.

We aim to tackle the health inequalities and discrimination our students face to improve their general health, wellbeing and quality of life.

We're passionate about empowering our students to live their lives as they choose. We believe that everybody has the right to fair treatment, and our vision is to live in a world in which disabled people are equally valued and included, can make choices and have the freedom to achieve their ambitions.

What we do



Life skills

We support students to learn the practical skills needed to navigate daily life, like how to travel on public transport, go shopping, prepare food and carry out household tasks.



Physical activity

We encourage movement and provide sports and exercise opportunities to help our students stay fit and healthy.

Qualifications and work

We provide nationally recognised accredited and vocational training courses in maths and English, digital skills, horticulture, and catering. And we prepare students for their first steps towards employment.



Self-advocacy

We help our students to understand their rights and choices and provide opportunities for them to direct their own learning, so they can speak up and be heard.



Health and wellbeing

We help students to understand the importance of healthy eating and how to look after their mental and physical health.



Relationships

We aim to empower our students to understand, develop, and experience friendships and loving relationships that are positive, healthy, and safe.

Personal development

We run programmes in art, music, creative writing, and wellbeing to help our students express themselves, which helps them build confidence and improve their communication skills.



Leisure

We understand the importance of relaxing and having fun. We run a social inclusion project and a befriending scheme to support people to enjoy friendships, go out and try new things, and be more included in their communities.



Our strategic plan

In November 2022, Share finalised a new, three-year strategy, defining our objectives from 2023 to the end of the 2025-26 financial year.

We compiled the strategy in consultation with students and their carers, staff, volunteers and trustees, donors and supporters, and key external stakeholders such as the London Boroughs of Wandsworth and Lambeth.



Our vision

A world where disabled adults are genuinely valued and included, can make choices and have the freedom to achieve their ambitions.



Our mission

To provide a safe, empowering and progressive experience where disabled adults can develop their skills, wellbeing and purpose to enable them to live more independent, happier and healthier lives.

To achieve our mission, we will provide a range of services aimed at:

1. Improving physical and mental health and wellbeing.
2. Developing independent living skills.
3. Ensuring our students have the confidence and opportunities to participate in their communities.
4. Supporting our students into voluntary and paid work through their own skills development, and by educating and influencing wider society about the benefits of employing adults with learning disabilities and autism.

How will we know if we're on track to fulfil our mission? By early 2026, we want to:

1. Diversify and increase our income streams so we are more financially independent and resilient.

2. Ensure every student has a clear sense of how they can progress through, and also out of, Share.
3. Deliver high-quality services that make a positive impact, and to effectively demonstrate that impact internally and externally.
4. Have developed local partnerships and networks which will help us deliver more / better services, maximise funding opportunities, and more effectively educate the outside world about our students' skills, needs and preferences.
5. Nurture a diverse, settled and well-resourced team of staff and volunteers who are fulfilled in their work, and developed, supported and challenged to be the best they can be.
6. Embed back-office systems, hardware and processes that match the quality of our front-line services.
7. Make the most of our physical environment – for the benefit of our students, our staff and our neighbours.

What we've achieved so far

We began our implementation of the strategy by securing a grant to improve student wellbeing from the new NHS South West London Integrated Care Board. We've worked hard this year to help students manage their mental health, not just when they use our services but in their daily lives at home and in the community.

Taking control of health and wellbeing

Previously, our focus was to support students to acquire the skills and confidence needed to access medical services. We've expanded our delivery to support students to develop the tools to prevent health concerns, as well as to deal with them. Our enhanced Health and Wellbeing programme now takes a holistic approach, incorporating more outdoor activities and introducing mindfulness and meditation practices. Some of our students have become leaders in promoting wellbeing, guiding their peers in beneficial breathing exercises. They've also taken the initiative to create and publish informative booklets, offering insights into urban nature and meditation techniques. This shift in focus has allowed us to make a more profound impact on the overall wellbeing of our students.

Upskilling our employees

We've made significant investments in our staff training, focusing on important areas such as safeguarding, managing behaviour that challenges, and communication. As part of our commitment to providing the best care possible, we've developed a bespoke five-module training programme called 'Introduction to Social Care'. This ensures that all our employees have a deeper understanding of the unique needs of autistic





people and those with a learning disability. As a result, our staff across all locations now feel more confident in their ability to help students manage their emotions effectively.

Keeping active

We value feedback from our students and actively seek their input on the services we offer. Our students told us that they were keen to engage in more enjoyable physical activities. We've incorporated more activity sessions throughout the year including teaming up with the Chelsea FC Foundation to introduce football training sessions at a pitch in Battersea. These

sessions were thoughtfully designed and led by certified disability coaches, who tailored each one to accommodate the diverse abilities and communication preferences of our students.

The impact of these inclusive sessions has been remarkable. Not only have they contributed to our students' physical fitness, but they have also played a pivotal role in boosting their self-confidence and overall wellbeing. And the use of public transport to travel to and from the training pitch provided an opportunity for our students to develop and refine their journey planning and travel skills.

We saw a **15% increase in the number of students participating in our Health and Wellbeing programme** and other activities that directly benefit health and wellbeing, like art, horticulture, and physical activity.

This has led to a **56% reduction in incidents where students suffered from poor mental health** whilst at Share. We classify an incident as a situation where students cannot manage their behaviour alone or engage with an activity.

The improved environment and greater emphasis on mental health support have also affected our **student attendance rates, which have increased by up to 14%**. We'll keep working with students and their support networks so that they keep developing their ability to manage their mental health at home as well as at Share.

Meet Jodie

Jodie often told us how much she loved Zumba, a Latin-inspired dance and fitness programme. After a few chats with our Wellbeing Manager, they both came up with the idea of Jodie starting up a dance club at Share.

Jodie now runs weekly fitness dance classes for fellow students at our head office. She prepares for each session by going around the building and encouraging everyone to attend. The sessions are popular and Jodie makes sure staff attend too!

Jodie has also run a special session at our garden party, taking the microphone and getting everyone to join in, and plans to do the same at our annual awards bash. It's a fun way to maintain a healthy mind and body and empowering for Jodie to take the lead. She said, 'I'm a good teacher, other students like it, they say "Jodie, you're a star!"'

'When I do classes, it's really good. I do it with music, I do two songs, then the cool down. I tell everyone "can we have space", it's important to give everyone space.

'It makes me happy and excited. I'm thinking and I know what I'm doing. I'm going to keep doing it all my life.'



“
I'm a good teacher,
other students like
it, they say "Jodie,
you're a star!"
”

Student numbers and course enrolments

In total **164 students** accessed our services during the year.

Student needs profile

Learning disability

87%

Autism

43%

Mental health needs

18%

Physical disability

16%

Down's syndrome

15%

Sensory impairment

7%

ADHD

4%

Other

2%

Catering

32 students learnt about food safety and developed their culinary and customer service skills at our professional grade kitchen in Battersea. One student achieved the Food Safety for Catering at Level 1 award.

Home Cooking Skills

32 students learnt how to shop, prepare and cook healthy meals independently at home using our accessible home-cooking kitchen in Brixton.

Maths and English

20 students improved their literacy and numeracy skills to help with real-life situations like reading recipes and signs, and counting and measuring.

Accredited courses

- 9 students completed the Reading unit
- 4 students achieved the Reading and Writing units for English Entry Level 1
- 8 students achieved the Reading unit and Speaking & Listening unit
- 4 completed the Writing unit in English Entry Level 2

Horticulture

61 students improved their gardening skills, growing and nurturing a range of plants and vegetables at the Share Garden in Tooting, enjoying the social and therapeutic benefits of horticulture.

Digital Skills

28 students explored online services and safety, and the use of apps and other technology to help them in their daily lives.

Steps into Employment

15 students learnt about what working entails, and how to prepare for employment, volunteering and work experience.

Community-based courses

42 students joined our 'Get Out and About' and 'My Community and Me' programmes, exploring museums, libraries, and other community spaces, and developing their travel skills.

Independent Living Skills

36 students learnt about a variety of topics including living in a diverse society, environmental issues, personal safety, rights and responsibilities, food safety and cooking, and household management.

My Life, My Way

19 students focused on how they wish to live, what they want to do, and with whom, developing the skills needed to find out and join in with what's happening in their communities.

Health and Wellbeing

26 students learnt how to better understand and look after their mental and physical health and wellbeing.

Music

39 students explored self-expression through playing musical instruments and learning about different types of music.

Art

40 students expressed themselves through arts and crafts, exploring painting, textiles, fashion, dance and sensory art.

Social inclusion programmes

Go Anywhere, Do Anything

67 members participated in our social inclusion project, enjoying trips out in the evenings and weekends to go bowling, attend premiership and WSL football matches, sing karaoke, go clubbing or out for dinner.

39 trips were run with the support of volunteer social buddies, and 11 people took part in the project for the first time.

Befriending

8 people were matched with volunteer befrienders to go out near their homes for walks, bike rides, or a cup of tea and a chat.

What our students tell us

At Share, the happiness of our students is paramount. So, we asked them to tell us what they think about our programmes and activities and how coming to Share makes them feel.

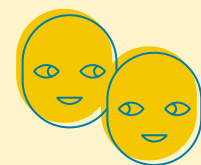
We used Photosymbols to create easy-read student surveys. Some students responded independently and some were supported by staff members using pictures and Makaton (a communication aid that uses symbols, signs and speech). What our students told us was extremely encouraging.

“ I love to learn new skills, Share is a lovely place to do different types of courses. ”

“ I want to go to work in an office and go to meetings. Help my friends and family, go to a restaurant with my boyfriend. ”

“ I want to have a wife, get a job as a teacher, move out and live by myself and also share a house with friends. ”

“ I meet with people, friends...I like staff, classes and getting on the bus with Share. ”



93% said that coming to Share helps them make friends



85% said that coming to Share helps them to be healthier



89% said that coming to Share helps them to do things by themselves



83% said that coming to Share helps them to make choices by themselves

What parents and carers tell us

“ Share is a brilliant place for people to work, socialise and gain skills for the future. ”

“ She appears more confident and has good self-esteem and we are very happy with the support network she has at Share. ”

“ It gives [him] purpose every week, doing something he enjoys. He gets to socialise with peers. ”

“ I value the support of the staff, their professionalism and their kind and caring attitude. ”



Meet Matthew

Matthew has been part of our horticulture training programme at the Share Garden for a couple of years. He soon grew confident carrying out garden maintenance and excelled at looking after lawns, cutting grass and edging.



He's also a lifelong Fulham FC supporter and season ticket holder, along with the rest of his family. He has a further connection with the club, having participated for years in tennis and football sessions run by the Fulham FC Foundation. His mum approached the Foundation's DisAbility Development Manager about Matthew possibly working with the grounds staff at Fulham FC's training ground, and happily, they agreed.

Matthew's mum also contacted DS Workfit, the Down's Syndrome Association's employment programme. They worked with the family and with Fulham FC to prepare Matthew for working and understanding work etiquette, and with the grounds staff at Fulham to provide training and advice to support Matthew in the role.

He now works as an assistant grounds person at Fulham's training ground. Matthew has proved to be a valuable team member, impressing his colleagues with his sense of humour, excellent work ethic and gardening skills.

Matthew's mum said, 'His horticultural training from the Share Garden was pivotal to him getting the position...without that he wouldn't have had a chance. At his interview, they asked about what he could do, like mowing, weeding etc. It was a great advantage that he knew the equipment and how to use it safely.'

His knowledge of gardening has helped give Matthew the confidence to fulfil his dream role. He said, 'My favourite job is helping mow the pitches, I would like to do the white lines one day. I like the tearoom when the other guys are there at lunchtime – we laugh a lot. I really enjoy working at Motspur Park Training Ground, I like seeing the players training. I also occasionally work at Craven Cottage. All the groundsmen are so friendly, I like working with them.'

Measuring progress

Using Outcomes Star data

We use the Outcomes Star to set goals, measure change and support progress across nine key areas. We evaluate and record scores annually in consultation with students and their circle of

support. The Outcomes Star data is valuable, helping students and staff to see changes and achievements and identify what's working well and where to improve for the future.

Area	Year-on-year comparison	Five-year comparison
Communication and social skills Interacting with people in a range of social situations, expressing yourself and understanding others.	-1.6%	+1.6%
Friends and relationships Making, maintaining and understanding healthy relationships.	+3.3%	+6.9%
Learning skills Thinking things through and learning from experience.	+6.9%	+12.7%
Living skills Practical everyday skills including cooking, cleaning, shopping, managing money and travelling.	no change	+12.7%
Physical health Healthy living, understanding and looking after your own health.	-1.7%	no change

Area	Year-on-year comparison	Five-year comparison
Practical skills Physical coordination, the ability to use your hands, physical awareness and safety.	+6%	+14.5%
Social responsibility Understanding how your own behaviour affects others and how to act safely and responsibly.	no change	+5.1%
Wellbeing How students feel in general, what helps them feel relaxed, content and positive.	no change	+5.1%
Work readiness Understanding and preparing for the world of work.	+18.9%	+46.7%

We've continued adding practical elements into all our programmes to enhance students' understanding, confidence and ability to retain information, resulting in higher practical skills scores.

Additionally, new courses in digital finance and home cooking, along with community-based projects, have boosted learning skills scores.

Our wellbeing team collaborated with the Wandsworth Learning Disabilities Healthcare Team to provide relationships and emotions sessions, resulting in an increase in friends and relationships scores for five out of the eight students who participated.

The most significant increase has been in work readiness, thanks to our Steps into Employment programme and community-based initiatives that educate students on various work options, including volunteering.

However, despite our focus on activity, physical health scores dropped. This indicates a need to support students to engage in more physical activities outside Share.

Communication skills scores also decreased, reflecting the increasing number of students attending Share with more complex communication needs, and we now carry out

regular communication aid audits to address this. Students who access our social inclusion projects like Go Anywhere, Do Anything understandably score significantly higher in communication and social skills, living skills, and friends and relationships. This has been helped by the introduction this year of 'hangouts', which are informal social gatherings at Share's sites where students can relax and socialise in a safe space outside of our usual service hours.

Despite disruptions due to ongoing redevelopment work at Springfield Hospital, where our garden is located, students who only attend the garden have seen consistent year-on-year improvements in their scores across all areas, and surpassed the overall student average scores. This can be partly attributed to extra resourcing at the site, with a specific focus on enhancing work readiness by providing more support to help our students gain qualifications. We've also focused on friends and relationships, student wellbeing and living

skills through our free-time groups. We plan to introduce more sessions at the garden, for example, on digital finance and art, to ensure we provide consistent learning opportunities across all sites.

Students engaging with our advocacy services have also seen year-on-year improvements and outperformed the overall student average in all categories. Those who joined our regular Spectrum advocacy group reported feeling a sense of belonging and being heard. This was achieved through a series of impactful videos that the group created, offering valuable tips for communicating with people with learning disabilities and autism, describing calming techniques, and sharing their hopes and dreams for the future. Our commitment to building our students' self-advocacy skills continues to grow. We're now introducing student representatives to increase awareness about our students' needs both at Share and in the wider community.



Using 'I can' statements to promote learning

For many years, we've used a system of 'I can' statements to help measure progress. These simple statements make it easier for students to understand their learning objectives and achievements. We work with students, their parents and carers, and their wider networks to break learning down into smaller, manageable chunks, like 'I can make a hot drink and wash up', 'I can start a conversation', or 'I can use a journey planner to help me with travel'. Once somebody has shown they can independently carry out the task three times, they have achieved their 'I can' goal.

In January 2023, we embarked on a project to improve the process, refining the statements by relating them to the specific areas on the Outcomes Star framework. We now align our 'I can' statements with both the weaker areas on the Outcomes Star that need more input and the stronger areas we need to focus on for continual development.

'I can' statements are an essential part of learning, helping students to see and understand their progress, which can make them feel more motivated and confident in their abilities. Improving our monitoring framework will help us to create more meaningful impact measurements in future, allowing us to adapt and shape our services to suit students' needs.



Meet Andre

Settling in was challenging for Andre when he first joined Share. He became easily frustrated, struggled to manage his emotions, and sometimes argued with other students.

Our wellbeing team worked with Andre (below on the right with his friend Vincent), exploring different tools and techniques he could use to calm himself when needed. They used social stories – which are short descriptions that explain particular social situations and demonstrate recommended responses – to help Andre learn how to deal with these situations positively. The team also taught Andre techniques like box breathing to help him relax and return his breathing rhythm to normal when he feels upset. He also enjoyed participating in a sensory art project, using the feel and texture of materials to improve his focus and relieve stress.

Andre enjoyed playing sports outdoors, so we made sure he was part of our inclusive football sessions, and he's since joined our sports group, regularly visiting the Black Prince Trust sports facilities in Vauxhall. Sports sessions are helping him improve his teamwork skills as well as boosting his physical and mental wellbeing.

Andre has become more patient, helpful, and considerate of those around him. Now, he is often one of the first to notice that someone else is upset and will seek help if needed. He's made new friendships with other students, increasing his Outcomes Star scores in communication and social skills, friendships and relationships, and wellbeing.

His dad said that Andre has 'come on leaps and bounds when it comes to accepting change'. He added, 'I'm surprised at how well he deals with it; he's been taking things in his stride...he loves getting out and about as well, he's willing to try anything, especially when it's sport. He's quite courageous and will give anything a go.'



“
He's quite courageous and will give anything a go.
”

Highlights

Volunteer programme awarded prestigious quality mark

Whether supporting us as befrienders, social buddies, support workers, or one-off corporate volunteers for a day, our dedicated volunteers are essential to delivering our services.

In 2022, we established a Volunteer Coordinator role to support the growth of our volunteer programme. We introduced new flexible volunteering sessions and ran five successful corporate volunteering days, working with organisations keen to connect with their communities.



In February 2023, we were proud to achieve the Investing in Volunteers quality mark for good practice in volunteer management. This

demonstrates how much we value our volunteers and gives them confidence in our ability to provide an outstanding volunteer experience. We met all six quality areas we were assessed against:

- ✓ Vision for volunteering
- ✓ Planning for volunteers
- ✓ Volunteer inclusion
- ✓ Recruiting and welcoming volunteers
- ✓ Supporting volunteers
- ✓ Valuing and developing volunteers

We were praised for our inclusive and welcoming approach, scoring highly for our recruitment and onboarding processes and our commitment to developing volunteers once they're on board. Our assessor noted that, 'volunteers interviewed clearly articulated the difference they made, and the value volunteering brought to the organisation'.



“ They [Share] are genuinely kind and caring people, who do everything they can to make you feel at ease and welcome within Share whatever your role or background.

Volunteer

”

“ There's a real sense of achievement in helping someone reach their goals, for example having the confidence to shop independently.

Volunteer

”



1,560 hours donated over the year

If we had paid a support worker the 2022/2023 London Living Wage of £11.95 per hour to do this work, it would have cost us £20,891 in salaries*

* including employer's NI and pension contributions



“ I love the values and ethos of Share, it's a real model of how society should be, I feel really proud to play my part and know I'm making a difference to someone's life.

Volunteer

”



Healthy cooking on a budget

Mounting living costs have put added pressure on many of us, and we have focused on practical ways to support our students and their families during the cost-of-living crisis. Funding from The National Lottery Community Fund and The Inman Charity has helped us to develop our Home Cooking Skills project, providing students with the skills they need to make healthy, cost-effective meals independently at home.

Our sessions at our bespoke, accessible training kitchen at We are 336 in Brixton allow students to plan and research recipes, create shopping lists, buy the ingredients, cook and then serve their meals for the group to enjoy. Students are encouraged to bring in recipes from home, and we celebrate various cultures by cooking food on national days.

Inclusive dance performance at local arts festival

For the third year in a row, our art class took part in the eclectic Wandsworth Arts Fringe festival, showcasing our students' artistic abilities and giving them the opportunity to express themselves creatively. Share artists worked with the prestigious Royal Academy of Dance in a series of workshops throughout early 2023, culminating in an inclusive dance performance for the public as part of the festival. They performed the story of *Kubera Meets Ganesha* with traditional Indian Dance to a packed audience.

The group also created the stunning artwork that formed the backdrop to the show. Our students have established their part in the local art community, challenging public perceptions about disability and we look forward to taking part again in the future.



Planning for a new meals project

In the summer of 2022, we began planning an exciting new partnership with the Black Prince Trust in Lambeth. The Trust manages an inclusive community sports hub in Vauxhall and works with a range of partners to deliver community health and wellbeing programmes. We embarked



on redeveloping the kitchen and café facilities there with support from the London Borough of Lambeth. We aim to support local residents in need by providing free, healthy meals that are cooked and prepared by Share staff and students. Our more experienced catering students benefit from the opportunities this gives them to develop essential catering and hospitality skills.

In preparation for the project, Share provided hot lunches and sandwiches during the school holidays for local pupils eligible for free school meals who had signed up for the Black Prince Trust Easter Camp, delivered in partnership with the Lambeth Holiday Activities Fund programme.

By the end of the last financial year, the kitchen was nearing completion, ready for launch in early May 2023. Share students will also benefit from using the excellent sports facilities at the site, giving them more opportunities to keep fit and active.

Annual awards ceremony back after three years

After a three-year break due to Covid-19, we were thrilled to be back at the Wandsworth Civic Suite in November 2022 for the Share Awards ceremony. Every student received a certificate of achievement to recognise and celebrate the personal steps they had taken towards reaching their goals.

The Mayor of Wandsworth at the time, Jeremy Ambache, and Labour MP for Battersea, Marsha de Cordova, joined the celebrations to present the awards. We had plants from the garden and a craft stall featuring candles, art prints, and Christmas cards designed by students. We also celebrated Share's 50th birthday with cake, dancing, and a

performance from our music students. It was an uplifting, inspiring, and joyful day, and we were delighted to publicly congratulate each student for their hard work and achievements.



The future

We'll keep delivering on our three-year strategy to provide person-centred support that makes a real difference in our students' lives.

We'll seek to adapt and innovate, guided by the needs of our students, to provide the best possible support for them and their families. This includes:

- Establishing our partnership with the Black Prince Trust, providing employment training for our students whilst supporting our local community with food during the cost-of-living crisis;
- Encouraging more physical activity across all of our sites, and supporting our students to participate in activities outside Share;
- Working to secure a new, eco-friendly, fully-accessible building at the Share Garden. This will ensure we can better meet our current and future students' needs. We'll broaden the activities at the garden and explore ways our students can connect with our local community;
- Promoting self-advocacy and supporting our students to communicate their needs and have their voices heard;
- Embedding digital literacy, and supporting students to understand internet services like banking and staying safe in an increasingly online world;
- Working with our students' families and networks to embed learning at home, and supporting them to maintain positive mental and physical health to live happier, healthier and more independent lives.

Thank you to our funders

- Awards for All
- BDB Pitmans LLP
- Big Lottery Community Fund
- Centre 4 Learning
- City Bridge Trust
- Co-op Local Community Fund
- Eaton House The Manor Girls' School
- Enable Leisure and Culture
- Garfield Weston Foundation
- London Borough of Lambeth
- London Borough of Wandsworth
- Making a Difference Locally (NISA)
- NHS South West London Integrated Care Board

- R & H Trust
- Santander Foundation
- SDS London
- The Anthony and Pat Charitable Foundation
- The Inman Charity
- The London Community Foundation
- The Wimbledon Foundation
- Thomas J Horne Memorial Trust
- Transport for London

And thank you to the many individuals who have made regular and one-off donations.

Financial review 2022-2023

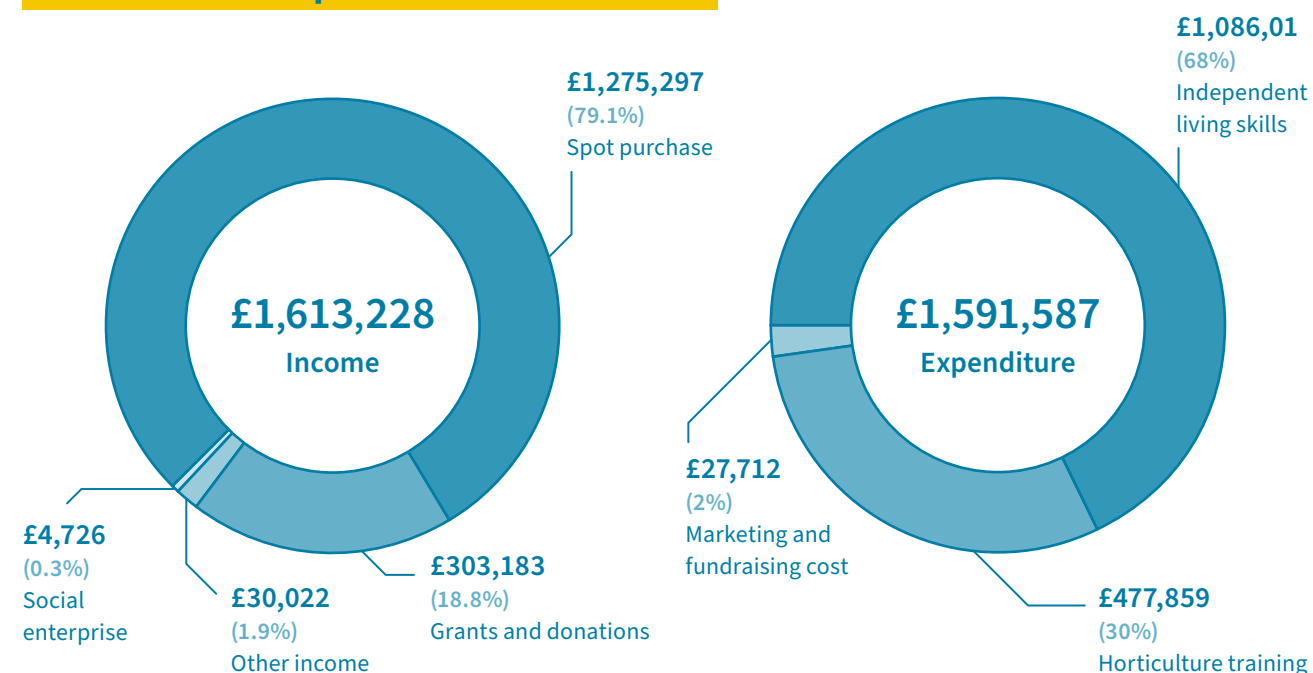
The Charity's income was £1,613,228 in the year ending 31 March 2023, compared to £1,370,884 in 2022. The total expenditure was £1,591,587 in the year ending 31 March 2023, compared to £1,282,596 in 2022.

The net result was therefore a surplus of £21,641 during 2022/23, of which the unrestricted surplus was £11,393 and £10,248 was restricted surplus.

This compares to a surplus of £88,288 in 2021/22, of which £88,356 was unrestricted surplus and £68 was a restricted deficit.

The Charity held unrestricted funds of £1,427,784 at the year end, of which £948,237 is tied up in fixed assets (inclusive of the loan and mortgage secured against the building).

Income and expenditure 2022-2023



Financial performance during the last five years

Years	Income	Expenditure	Surplus/(deficit)
2018-2019	£1,184,859	£1,121,461	£63,398
2019-2020	£1,255,569	£1,151,712	£103,857
2020-2021	£1,403,710	£1,255,747	£147,963
2021-2022	£1,370,884	£1,282,596	£88,288
2022-2023	£1,613,228	£1,591,587	£21,641



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